



ARIZONA DISTRICT REPORT CARD 2005-06

Roosevelt Elementary District

6000 S 7th St, Phoenix, AZ 85042-4294

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Not Met

2003-04 Not Met

2002-03 Not Met

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: Asst Supt Special Needs

Fax: (602) 243-4808

Name: Dr. Mark Dowling

Phone: (602) 243-4864

Email: dowlingm@rsd.k12.az.us

District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	12,936

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	186	61	0	0
4 to 6 years	72	62	1	0
7 to 9 years	29	39	0	0
10 or more years	113	220	4	1

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

4%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	7%	10%	1%	N/A

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1357	79306	98	99	410	445	25	10	29	18	43	51	3	20
All Students (03-04)	1305	75509	98	100	469	521	39	13	33	23	22	33	6	31
Female (04-05)	656	38691	99	99	416	446	22	10	29	18	46	52	4	20
Female (03-04)	666	37013	99	100	473	522	35	12	36	24	22	33	6	31
Male (04-05)	701	40583	97	99	404	445	28	11	29	18	41	50	3	21
Male (03-04)	639	38430	98	99	465	521	43	14	30	22	23	33	5	31
African American (04-05)	223	4041	96	99	393	426	32	17	24	23	40	50	4	10
African American (03-04)	188	3660	98	99	455	496	49	24	32	31	17	28	3	18
Hispanic (04-05)	1067	32869	99	99	413	429	23	15	30	25	44	51	3	10
Hispanic (03-04)	1044	30486	98	99	472	505	38	18	33	29	23	32	6	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	12	4075	86	100	473	486	50	28	17	34	17	26	17	12
White (04-05)	55	36197	96	99	426	463	19	5	26	11	44	53	12	31
White (03-04)	51	35192	93	99	490	534	18	8	39	19	35	35	8	39
Students with Disabilities (04-05)	154	10321	100	100	331	389	62	30	26	27	11	34	2	9
Students with Disabilities (03-04)	126	9708	96	100	418	489	81	32	16	27	1	24	1	17
Students without Disabilities (04-05)	1204	69060	98	98	420	454	20	7	29	17	48	54	4	22
Students without Disabilities (03-04)	1179	65801	99	98	476	525	33	11	35	23	25	34	6	33
Limited English Proficient Students (04-05)	594	15509	99	100	403	406	24	20	31	30	43	45	2	5
Limited English Proficient Students (03-04)	615	16928	100	100	451	485	52	29	28	33	20	26	0	12
Migrant Students (04-05)	NC	118	NC	NA	NC	419	NC	25	NC	21	NC	50	NC	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	1052	39415	90	96	407	431	25	15	30	25	42	50	3	10
Economically Disadvantaged (03-04)	892	36411	NA	NA	469	503	39	19	35	29	21	32	5	20
Non-Economically Disadvantaged (04-05)	306	39966	100	100	422	459	22	6	24	12	48	52	7	30
Non-Economically Disadvantaged (03-04)	413	39040	NA	NA	470	534	39	8	29	19	24	34	7	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1363	79395	0	99	406	446	24	9	43	25	32	55	1	11
All Students (03-04)	1295	75492	98	100	489	519	34	12	25	16	34	47	6	24
Female (04-05)	660	38691	0	100	418	451	18	7	42	24	39	57	1	12
Female (03-04)	664	37014	99	100	494	523	28	10	27	15	37	48	8	27
Male (04-05)	703	40618	0	99	396	440	30	11	44	27	25	53	1	9
Male (03-04)	631	38400	97	99	483	516	41	14	23	17	32	47	4	21
African American (04-05)	224	4052	0	100	401	434	19	11	41	29	38	54	2	6
African American (03-04)	186	3665	97	99	482	505	41	20	26	22	32	43	2	14
Hispanic (04-05)	1072	32915	0	99	407	426	25	15	44	35	30	47	1	4
Hispanic (03-04)	1037	30438	98	99	489	508	33	17	25	21	34	47	7	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	12	4081	86	100	488	498	42	25	17	26	33	40	8	8
White (04-05)	55	36221	0	99	429	465	21	4	28	15	44	63	7	17
White (03-04)	50	35177	91	99	504	528	22	8	22	13	46	49	10	31
Students with Disabilities (04-05)	156	10331	0	100	332	388	53	25	38	37	8	34	1	4
Students with Disabilities (03-04)	117	9707	89	100	454	495	77	33	17	21	5	33	1	13
Students without Disabilities (04-05)	1208	69139	0	99	416	454	20	7	44	24	35	58	1	11
Students without Disabilities (03-04)	1178	65785	98	98	493	522	29	10	26	16	38	49	7	26
Limited English Proficient Students (04-05)	597	15545	0	100	394	399	28	21	46	42	26	35	0	1
Limited English Proficient Students (03-04)	613	16905	100	100	467	489	59	34	24	28	15	32	2	6
Migrant Students (04-05)	NC	120	NC	NA	NC	414	NC	20	NC	45	NC	35	NC	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	1058	39484	0	96	402	429	25	14	44	35	30	47	0	4
Economically Disadvantaged (03-04)	884	36302	NA	NA	487	507	35	18	27	21	31	46	6	14
Non-Economically Disadvantaged (04-05)	306	39986	0	100	425	461	18	4	39	16	39	63	5	17
Non-Economically Disadvantaged (03-04)	411	39164	NA	NA	492	528	33	8	21	13	40	48	6	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1350	78869	98	99	406	442	13	6	32	21	53	63	2	10
All Students (03-04)	1277	75053	96	99	533	597	20	7	18	12	58	72	4	9
Female (04-05)	655	38536	99	99	427	458	7	4	29	15	61	67	3	14
Female (03-04)	656	36872	97	99	555	621	13	5	19	9	62	74	6	12
Male (04-05)	695	40302	97	99	386	428	18	8	34	26	46	60	1	7
Male (03-04)	621	38109	95	99	511	573	26	10	18	14	53	69	3	6
African American (04-05)	221	4015	95	99	395	430	14	8	30	24	52	61	4	7
African American (03-04)	188	3636	98	99	515	568	23	12	19	16	55	67	3	6
Hispanic (04-05)	1063	32606	98	98	407	426	12	8	32	27	54	60	1	5
Hispanic (03-04)	1017	30235	96	98	534	575	19	9	19	14	57	70	5	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	11	4044	79	99	578	550	27	13	9	17	64	66	0	4
White (04-05)	54	36078	95	99	422	459	12	4	33	16	45	66	10	14
White (03-04)	51	35028	93	99	578	613	10	6	14	10	67	73	10	11
Students with Disabilities (04-05)	155	10246	100	100	287	367	44	18	38	39	19	40	0	4
Students with Disabilities (03-04)	121	9625	92	100	411	530	60	21	22	21	17	55	1	4
Students without Disabilities (04-05)	1196	68697	97	98	422	454	8	4	31	18	58	67	2	11
Students without Disabilities (03-04)	1156	65428	97	98	550	604	14	6	18	11	63	73	5	10
Limited English Proficient Students (04-05)	591	15339	99	100	392	399	14	11	36	31	48	54	1	3
Limited English Proficient Students (03-04)	592	16765	97	100	482	525	42	17	13	20	42	60	2	2
Migrant Students (04-05)	NC	119	NC	NA	NC	402	NC	16	NC	30	NC	53	NC	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	1047	39106	90	95	403	427	13	8	33	28	53	59	2	5
Economically Disadvantaged (03-04)	870	36077	NA	NA	531	566	19	10	20	16	56	69	4	5
Non-Economically Disadvantaged (04-05)	304	39837	100	100	416	457	12	4	30	14	53	67	4	15
Non-Economically Disadvantaged (03-04)	407	38950	NA	NA	539	618	21	5	15	9	60	73	5	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1365	78906	98	99	463	498	27	13	30	19	38	48	4	20
All Students (03-04)	1296	76019	100	100	452	499	37	14	50	39	7	14	6	33
Female (04-05)	676	38644	100	99	466	500	24	12	34	19	39	49	3	19
Female (03-04)	644	37207	100	100	454	499	33	12	55	41	6	14	6	33
Male (04-05)	690	40236	97	99	459	497	31	15	27	19	38	46	5	20
Male (03-04)	651	38677	100	100	448	498	41	15	46	38	7	13	6	34
African American (04-05)	247	4087	98	99	448	481	32	20	33	24	33	45	2	11
African American (03-04)	214	3817	98	100	442	475	47	23	45	47	5	11	3	18
Hispanic (04-05)	1045	31938	98	99	465	481	27	19	30	25	39	46	4	10
Hispanic (03-04)	1006	29458	99	100	454	480	34	20	52	48	7	12	6	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	14	4593	100	100	469	467	20	26	50	29	30	39	0	6
American Indian/Alaskan Native (03-04)	16	4735	94	100	449	466	33	28	60	49	0	10	7	13
White (04-05)	56	36483	92	99	484	517	15	7	26	13	53	51	6	30
White (03-04)	43	35880	100	100	462	515	29	7	54	32	7	16	10	45
Students with Disabilities (04-05)	184	10664	98	100	383	430	73	42	18	27	9	26	0	5
Students with Disabilities (03-04)	171	9786	100	100	407	457	84	39	16	40	0	7	0	13
Students without Disabilities (04-05)	1184	68310	98	98	475	509	20	9	32	18	43	51	5	22
Students without Disabilities (03-04)	1125	66233	100	99	458	503	30	11	56	39	8	14	7	35
Limited English Proficient Students (04-05)	547	12573	100	100	450	454	32	27	29	30	36	38	2	5
Limited English Proficient Students (03-04)	494	15206	96	100	432	459	55	31	43	53	0	7	2	9
Migrant Students (04-05)	NC	125	NC	NA	NC	476	NC	18	NC	35	NC	42	NC	5
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Economically Disadvantaged (04-05)	1062	38679	93	96	460	483	28	20	30	25	38	45	4	10
Economically Disadvantaged (03-04)	787	35714	NA	NA	453	480	36	20	51	47	6	12	7	20
Non-Economically Disadvantaged (04-05)	306	40295	100	100	472	513	25	7	30	13	40	50	5	30
Non-Economically Disadvantaged (03-04)	509	40266	NA	NA	450	513	37	9	49	33	8	15	5	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1375	78908	0	99	447	484	29	10	34	23	36	58	1	9
All Students (03-04)	1297	76020	100	100	486	503	52	25	25	23	21	40	3	12
Female (04-05)	680	38644	0	99	453	489	26	8	32	22	40	61	2	10
Female (03-04)	645	37213	100	100	489	504	45	22	29	23	23	42	3	13
Male (04-05)	696	40233	0	99	441	479	31	12	35	25	33	55	1	8
Male (03-04)	651	38666	100	100	483	501	58	29	20	22	20	38	2	12
African American (04-05)	252	4092	0	99	443	473	27	12	36	28	36	54	1	5
African American (03-04)	214	3819	98	100	483	494	60	37	20	26	18	31	2	6
Hispanic (04-05)	1050	31940	0	99	447	465	30	16	34	32	35	49	1	3
Hispanic (03-04)	1006	29442	99	99	486	494	50	37	25	26	21	31	3	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	14	4569	0	100	454	457	10	18	50	39	40	41	0	2
American Indian/Alaskan Native (03-04)	16	4735	94	100	487	489	40	48	40	25	20	24	0	3
White (04-05)	56	36502	0	99	474	502	18	4	21	14	59	67	3	15
White (03-04)	44	35890	100	100	490	511	43	15	24	20	31	48	2	18
Students with Disabilities (04-05)	186	10665	0	100	374	423	69	30	21	36	10	31	0	2
Students with Disabilities (03-04)	171	9784	100	100	467	485	91	58	4	19	5	19	0	4
Students without Disabilities (04-05)	1192	68312	0	98	459	493	23	7	36	21	40	62	2	10
Students without Disabilities (03-04)	1126	66236	100	99	489	504	46	23	28	23	23	42	3	13
Limited English Proficient Students (04-05)	548	12556	0	100	430	436	37	24	35	40	27	35	1	1
Limited English Proficient Students (03-04)	494	15198	96	100	476	483	78	59	16	25	5	14	2	1
Migrant Students (04-05)	NC	125	NC	NA	NC	457	NC	22	NC	40	NC	38	NC	0
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Economically Disadvantaged (04-05)	1070	38662	0	96	443	468	30	16	34	32	35	49	1	3
Economically Disadvantaged (03-04)	788	35703	NA	NA	486	494	52	37	24	26	20	31	3	6
Non-Economically Disadvantaged (04-05)	308	40315	0	100	462	498	22	5	33	15	43	66	2	14
Non-Economically Disadvantaged (03-04)	509	40274	NA	NA	486	509	51	17	25	20	22	47	3	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1367	78750	98	99	459	500	14	6	41	29	45	63	0	2
All Students (03-04)	1287	75673	99	100	481	530	27	12	30	25	42	58	2	4
Female (04-05)	678	38586	100	99	476	515	11	4	34	22	55	71	0	3
Female (03-04)	643	37099	100	100	501	548	18	8	30	22	50	64	2	6
Male (04-05)	690	40135	97	99	442	486	17	8	48	35	34	56	1	1
Male (03-04)	643	38441	98	99	460	513	35	16	31	29	33	52	1	3
African American (04-05)	251	4081	100	99	453	488	14	8	38	32	46	59	1	2
African American (03-04)	213	3791	98	99	467	506	35	18	30	29	34	50	1	3
Hispanic (04-05)	1043	31841	98	99	459	483	14	8	42	36	44	55	0	1
Hispanic (03-04)	997	29305	98	99	486	507	24	16	31	31	44	51	2	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	14	4586	100	100	488	481	10	8	40	37	50	54	0	1
American Indian/Alaskan Native (03-04)	16	4707	94	100	489	492	13	19	47	33	40	46	0	1
White (04-05)	56	36440	92	99	487	516	6	3	32	22	62	71	0	4
White (03-04)	44	35760	100	99	484	550	31	9	21	21	48	64	0	6
Students with Disabilities (04-05)	184	10622	98	100	349	415	43	21	45	50	11	28	1	1
Students with Disabilities (03-04)	169	9706	99	100	395	462	70	36	23	32	6	31	1	1
Students without Disabilities (04-05)	1186	68196	98	98	476	513	9	3	41	25	50	69	0	3
Students without Disabilities (03-04)	1118	65967	99	99	494	536	20	10	31	25	47	60	2	5
Limited English Proficient Students (04-05)	548	12504	100	100	438	451	17	12	48	44	35	43	1	1
Limited English Proficient Students (03-04)	488	15115	95	100	443	471	39	26	34	38	25	35	2	1
Migrant Students (04-05)	NC	126	NC	NA	NC	464	NC	14	NC	44	NC	41	NC	0
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Economically Disadvantaged (04-05)	1064	38558	93	96	455	485	14	8	42	37	43	54	1	1
Economically Disadvantaged (03-04)	782	35541	NA	NA	484	504	27	17	29	31	43	50	2	2
Non-Economically Disadvantaged (04-05)	306	40260	100	100	474	514	11	3	39	21	51	72	0	4
Non-Economically Disadvantaged (03-04)	505	40091	NA	NA	477	550	27	9	32	21	40	64	1	6

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1244	78250	97	99	512	548	44	21	24	18	29	48	3	13
All Students (03-04)	1289	75001	98	99	429	468	68	37	28	36	3	16	1	10
Female (04-05)	616	38071	98	99	515	549	40	20	27	19	30	49	2	12
Female (03-04)	626	36846	98	99	429	468	67	36	29	38	3	16	1	10
Male (04-05)	627	40126	96	99	509	547	48	23	21	17	28	46	3	14
Male (03-04)	661	37974	97	99	428	467	69	39	27	34	4	16	1	11
African American (04-05)	245	4058	96	99	510	523	43	32	26	22	30	41	1	5
African American (03-04)	237	3720	97	98	425	446	68	53	28	33	3	9	1	4
Hispanic (04-05)	925	29129	97	99	511	527	45	32	24	23	28	40	3	6
Hispanic (03-04)	975	26675	98	98	430	448	68	52	27	34	4	10	1	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	24	4996	100	100	515	518	45	36	27	25	23	36	5	4
American Indian/Alaskan Native (03-04)	16	4731	100	98	420	438	64	61	36	30	0	7	0	2
White (04-05)	47	38320	98	99	540	568	30	12	18	14	45	55	6	19
White (03-04)	54	37785	90	99	426	482	67	25	31	39	2	21	0	15
Students with Disabilities (04-05)	185	9329	100	100	451	454	86	64	10	18	4	16	0	2
Students with Disabilities (03-04)	202	8802	100	100	390	418	99	79	1	16	0	3	0	1
Students without Disabilities (04-05)	1059	68996	97	99	523	561	37	16	27	18	33	52	3	14
Students without Disabilities (03-04)	1087	66199	98	99	436	472	62	34	33	38	4	17	1	11
Limited English Proficient Students (04-05)	384	10133	99	100	495	488	53	45	24	25	22	28	1	2
Limited English Proficient Students (03-04)	338	11710	95	100	408	429	85	70	15	25	0	4	0	1
Migrant Students (04-05)	NC	83	NC	NA	NC	520	NC	39	NC	28	NC	30	NC	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	944	33388	92	94	512	530	43	32	25	22	30	40	3	5
Economically Disadvantaged (03-04)	766	29814	NA	NA	428	448	68	53	27	33	4	10	1	4
Non-Economically Disadvantaged (04-05)	300	44937	100	100	513	561	47	13	23	15	27	54	3	18
Non-Economically Disadvantaged (03-04)	523	45170	NA	NA	429	479	66	28	29	38	3	20	2	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1248	78302	0	99	475	512	27	11	42	25	31	57	0	7
All Students (03-04)	1284	74918	98	99	465	497	57	32	21	19	19	35	2	15
Female (04-05)	618	38071	0	99	481	518	23	8	42	24	35	61	0	7
Female (03-04)	626	36805	98	99	469	501	53	28	23	19	22	37	2	16
Male (04-05)	629	40166	0	99	470	507	30	14	42	26	27	54	1	6
Male (03-04)	656	37936	96	99	462	493	61	35	20	18	16	33	3	14
African American (04-05)	247	4064	0	100	483	498	22	14	36	29	41	54	1	3
African American (03-04)	237	3719	97	98	462	481	59	43	19	21	19	29	3	7
Hispanic (04-05)	927	29152	0	99	472	492	28	17	43	34	28	46	0	2
Hispanic (03-04)	970	26645	97	98	466	478	57	46	22	20	19	27	2	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	24	4993	0	100	479	484	32	19	41	38	23	42	5	1
American Indian/Alaskan Native (03-04)	16	4729	100	98	463	468	50	57	29	19	21	19	0	4
White (04-05)	47	38347	0	99	509	531	6	5	42	17	48	68	3	10
White (03-04)	54	37773	90	99	470	511	52	20	20	18	24	41	4	21
Students with Disabilities (04-05)	185	9353	0	100	423	429	69	40	25	38	6	22	0	1
Students with Disabilities (03-04)	201	8801	99	100	419	448	95	75	4	13	1	10	0	2
Students without Disabilities (04-05)	1063	69024	0	99	485	524	19	7	45	23	35	62	1	7
Students without Disabilities (03-04)	1083	66117	97	99	474	501	50	28	25	19	23	37	3	16
Limited English Proficient Students (04-05)	385	10140	0	100	454	451	37	28	46	43	17	29	0	1
Limited English Proficient Students (03-04)	334	11706	94	100	435	454	89	71	9	16	2	12	0	1
Migrant Students (04-05)	NC	83	NC	NA	NC	480	NC	29	NC	36	NC	35	NC	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	946	33398	0	94	473	495	27	18	43	35	30	46	1	2
Economically Disadvantaged (03-04)	765	29785	NA	NA	465	477	57	47	22	20	19	26	1	6
Non-Economically Disadvantaged (04-05)	302	44979	0	100	483	525	26	6	39	18	35	66	0	10
Non-Economically Disadvantaged (03-04)	519	45115	NA	NA	466	508	56	23	21	18	20	39	4	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1248	78094	98	99	506	545	9	3	34	18	57	77	0	2
All Students (03-04)	1278	74503	97	99	442	491	18	9	45	32	35	51	2	8
Female (04-05)	621	38025	99	99	517	558	7	2	30	13	63	82	0	2
Female (03-04)	623	36686	98	99	454	506	14	5	44	29	41	57	2	9
Male (04-05)	626	40013	96	99	494	534	10	5	38	23	52	71	0	1
Male (03-04)	653	37644	96	98	431	476	23	13	46	36	30	45	1	6
African American (04-05)	246	4037	97	99	508	532	9	4	29	22	61	73	1	1
African American (03-04)	234	3677	96	97	434	475	22	12	47	36	28	46	3	5
Hispanic (04-05)	928	29068	97	99	503	523	9	5	35	27	56	67	0	1
Hispanic (03-04)	967	26500	97	97	446	467	17	13	44	39	38	44	1	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	24	4981	100	100	516	526	0	4	55	25	45	70	0	0
American Indian/Alaskan Native (03-04)	16	4695	100	97	434	464	21	14	43	39	36	44	0	3
White (04-05)	47	38265	98	99	546	564	0	2	21	11	79	84	0	3
White (03-04)	54	37606	90	99	433	508	19	6	48	28	31	56	2	10
Students with Disabilities (04-05)	186	9275	100	100	431	444	22	14	58	46	20	39	0	1
Students with Disabilities (03-04)	199	8662	98	100	371	409	59	37	30	42	9	20	1	1
Students without Disabilities (04-05)	1062	68892	97	98	519	559	6	2	29	14	64	82	0	2
Students without Disabilities (03-04)	1079	65841	97	98	455	499	11	7	47	32	40	53	2	8
Limited English Proficient Students (04-05)	387	10084	100	100	474	474	15	10	44	39	41	50	0	1
Limited English Proficient Students (03-04)	334	11608	94	100	397	430	44	23	37	47	19	28	0	1
Migrant Students (04-05)	NC	81	NC	NA	NC	504	NC	12	NC	27	NC	60	NC	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	947	33296	93	94	501	527	9	5	36	27	54	67	0	0
Economically Disadvantaged (03-04)	761	29587	NA	NA	444	465	17	14	45	40	36	43	2	4
Non-Economically Disadvantaged (04-05)	301	44871	100	100	521	559	6	2	26	12	67	84	0	3
Non-Economically Disadvantaged (03-04)	517	44898	NA	NA	441	507	19	7	45	28	34	55	2	10

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

C J Jorgensen School	Warning Year
C O Greenfield School	SI Year 2
Cesar E Chavez Community School	Warning Year
Ignacio Conchos School	Restructure(Plan)
John R Davis School	SI Year 2
Maxine O. Bush Elementary School	SI Year 2
Percy L Julian School	Warning Year
Sierra Vista Elementary School	Warning Year
V H Lassen Elementary School	Warning Year

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Valley View School

Corrective Action

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Roosevelt Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
C J Jorgensen School	Underperforming	N/A	Not Met
C O Greenfield School	Performing	N/A	Not Met
Cesar E Chavez Community School	Underperforming	N/A	Not Met
Cloves C Campbell Sr Elementary School	Underperforming	N/A	Met
Ed & Verma Pastor Elementary School	Performing	N/A	Met
G. Benjamin Brooks Academy	Underperforming	N/A	Met
Ignacio Conchos School	Failing to Meet Academic Standards	N/A	Not Met
John F. Kennedy Elementary School	Underperforming	N/A	Met
John R Davis School	Underperforming	N/A	Not Met
Martin Luther King Jr Elementary School	Underperforming	N/A	Met
Maxine O. Bush Elementary School	Performing	N/A	Not Met
Percy L Julian School	Performing	N/A	Not Met
Rose Linda School	Performing	N/A	Met
Sierra Vista Elementary School	Underperforming	N/A	Not Met
Southwest Elementary School	Performing	N/A	Met
Sunland Elementary School	Performing	N/A	Met
T G Barr School	Underperforming	N/A	Met
V H Lassen Elementary School	Performing	N/A	Not Met
Valley View School	Performing	N/A	Met

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link.

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

"The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Printed in Phoenix, Arizona, by the Arizona Department of Education. March 2006

Total cost of printing: 16 Pages X .0318 Per page X 1 Copies = \$0.51

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.